connection with the other work. And the literature for this year will be taken up with the same idea in view.

English composition — and this includes also grammar, spelling, chirography, and punctuation — will go on systematically from the first. The children will constantly be asked to write on subjects related to their other work; and every week at least one set of their writings will be read in class and dealt with critically by the children themselves and by the teacher. The fact that later in the year they are each to write a fairly long story, which they will bind into books, will furnish a strong motive for their learning to write good English. From the class criticism of their own sentences, paragraphs, and whole compositions, the larger rhetorical laws will be developed.

German (Edward Prokosch).— Brief test of the pupils in regard to their previous work. Stories of the history of the invention of printing by Gutenberg. Reading of an appropriate poem and committing the same to memory. Object-lessons on the thermometer and barometer. Written exercises, based on the oral work of each week.

Number work.— The number work in this grade, as in all the other grades, will grow out of the children's other studies. In pursuit of these studies the class will constantly be confronted by problems which will demand the use of number for solution. When these arise, the number will be given. If the children are to handle number with ease, however, it will be necessary that they have some formal drill in processes. This drill need not be obtained through cut-and-dried abstractions, but the larger part of it should come from field work, nature study, geography, etc.

Later in the year the pupils will have reached a point where they may be helped by a knowledge of simple algebraic processes and of geometry. But, since at the beginning much of the number work will grow out of nature study, which demands a dealing with proportion, or relative magnitudes, and since the children will have come from various schools in which the work may have differed, it will be necessary, during October, to go to nature study, geography, and the field for work for a thorough review — and an examination for the teacher's own benefit — of fractions and percentage.

EIGHTH GRADE.

KATHARINE M. STILWELL AND ELIZABETH ADAMS.

IN the spring of 1899 the seventh- and eighth-grade pupils of the Chicago Normal School built a play-house for the use of the kindergarten and first-grade children. This was a one-room wooden structure with floor dimensions of 16×20 feet. The building was well lighted, as there were windows in the two sides and in one end a large horizontal window with leaded

glass. The outside was painted, the inside was neatly papered, and the floor covered with matting. The entire work was done by the pupils.

We shall follow a similar plan this year, having the eighth grade build a club-house large enough for the use of the different classes of the school. First, the grade will discuss what is needed, and how these needs are to be met. Secondly, after they have decided on the general style of the building and its size, each pupil will make a plan embodying his ideas. Thirdly, from these drawings the class will work out a composite plan, which will be followed in the construction of the club-house.

The work done by the pupils in the preparation of these plans leads directly into the study of the buildings, public and private, of Chicago. We shall visit isolated houses and shall study department buildings both in their construction and environment, especially in the congested districts.

The next step will be the study of the topography of Chicago and its vicinity, followed by a discussion of the ways in which this topography has been and may be utilized in the building of the city. The salient features are the prairie, the river, and the lake. Among the excursions will be a trip on the Chicago river, a visit to the sand dunes, and another to the north shore.

While the schoolroom will be provided with an aquarium, an insect cage, etc., the most valuable nature study will be carried on out of doors. A vacant lot near the school will be selected for the systematic study of plant and animal life. The grouping of the plants themselves into families, and the adaptation of both plants and animals to their conditions, will be the special points of investigation. A similar study will be made of areas visited on the excursions.

Arithmetic will be taught in connection with manual training, geography, and science. We shall begin the study of algebra with the equation. Comparing it to a pair of scales, the pupils will learn the effect of adding and of subtracting the same or equal quantities to both members of an equation. They will at first use number, then they will generalize it by the use of algebra. This will include a study of algebraic terms, the adding

and subtracting of algebraic quantities, and the reduction of an equation. All the work in reduction will be done by adding or subtracting until the pupils discover for themselves the shorter method of transposing.

The history work of this grade, beginning with the home and city life of Chicago, has for its ultimate object the development and expansion of our national life. Rome, with its ideal of law, is, in the wonderful growth of its political life, well adapted for comparison with the story of our nation. The sense of social duty, the self-surrender of the individual Roman to the claims of his country, are elements much needed in our own civic life. To this end, in connection with the American history of the year, the history of Rome will be taken up. With this we shall begin the study of Rome's greatest gift in thought, her language.

The first work will be lessons in Roman private life. This month these will be presented in simple Latin stories on the home, the dress, and the school. They will be printed on reading slips for the use of the pupils, and the work will be illustrated by copies of the objects mentioned, by pictures, and by stereopticon views.

For work to be done by this grade in music and physical training, see outlines of special teachers.

REFERENCES: History: Wright, *Industrial Development of the United States.* Geography: *Chicago and its Environs.* Nature study: United States weather maps; Coulter, *Plant Relations;* Kerner and Oliver, *Plant Life;* Comstock, *Insect Life.*

THE MORNING EXERCISE.

BERTHA PAYNE.

THE morning exercise occupies the twenty minutes given daily to the coming together of the whole school. It has been found to be one of the most stimulating and helpful functions in the life of the school. After chorus singing and the reading of some selection appropriate to the topic for the morning the remainder of the time is given over to the pupils, who contribute to the subject of the exercise, each in his own way, the results of their own efforts.

The subjects of the morning exercises are usually those that